

Georgia Department of Education Title I Schoolwide/School Improvement Plan

SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE		
School Name: Park Elementary School	District Name: Harris County School District	
Principal Name: Janice Owens	School Year: 2016-2017	
School Mailing Address: 13185 Hwy 27 N, Hamilton, GA 31811		
Telephone: 706-628-4997		
District Title I Director/Coordinator Name: Dr. Betty Dunlap		
District Title I Director/Coordinator Mailing Address: 132 Barnes Mill Rd, Hamilton, GA 31811		
Email Address: dunlap-b@harris.k12.ga.us		
Telephone: 706-628-4206 x 1213		
ESEA WAIVER ACCOUNTABILITY STATUS		
(Check all boxes that apply and provide additional information if requested.)		
Priority School <input type="checkbox"/>	Focus School <input type="checkbox"/>	
Principal's Signature:		Date:
Title I Director's Signature:		Date:
Superintendent's Signature:		Date:
Revision Date: 04/26/2016	Revision Date:	Revision Date:

Georgia Department of Education Title I Schoolwide/School Improvement Plan

SWP Template Instructions

- All components of a Title I Schoolwide Program Plan and a School Improvement Plan must be addressed. When using SWP and SIP checklists, all components/elements marked as “Not Met” need additional development.
- Please add your planning committee members on the next page.
- The first ten components in the template are required components as set forth in Section 1114 of the Elementary and Secondary Education Act of 1965 (ESEA).
- Please submit your School Improvement Plan as an addendum after the header page in this document.



**Georgia Department of Education
Title I Schoolwide/School Improvement Plan**

Planning Committee Members – April 26, 2016, 10:15 AM – Park ES

NAME	MEMBER'S SIGNATURE	POSITION/ROLE
Janice Owens		Principal
Melissa Hayes		Assistant Principal
Brandilyn Edwards		Counselor
Cindi Kindrick		Teacher
Page Flynn		Teacher
Heather Westad		Teacher
Clara Wilson		Teacher
Kimberly Curry		Teacher
Melissa Smith		Teacher
Lynell Strickland		Teacher
Patricia Holloway		Parent Inv. Coordinator
Tamika Adams		Parent
Josephine Bray		Community Rep.
Sondra Moss		Parent
Pamela Cotton		Parent
LeAnne Harden		Parent
LaTricia Battle		Paraprofessional
Betty Dunlap		Title I Director - HCS
Tawana D. Miller		Technical Consultant
Rachel Crumbley		Business Partner
LaChandra Brundage		Homeless/Migrant/SSW – Harris County



Georgia Department of Education Title I Schoolwide/School Improvement Plan

SWP/SIP Components

1. A comprehensive needs assessment of the entire school, (including taking into account the needs of migratory children as defined in Section 1309(2)) that is based on information which includes the achievement of children in relation to the state academic content standards and the state student academic achievement standards described in Section 1111(b)(1).

Response:

Park Elementary School is located in the heart of Hamilton, Georgia at 13185 US Highway 27 N. Established in 1986, Park Elementary School was built to consolidate Hamilton Elementary and Pine Mountain Elementary Schools. Located on the beautiful former site of the Mack Miller Park, PES serves students grades PK through 4th grades, including students with disabilities, from severe and profound to specific learning disability. Park Elementary houses the only Pre-Kindergarten program for students with disabilities in the county. It is located 25 miles north of Columbus and 90 miles south of Atlanta.

The 2014 total population in Harris County was 32,876. The median household income was \$69,060 and the median home value was \$208,880. There are approximately 9500 families/12,240 households with an average family/household size of 3.05/2.67. The median age is 43.1 years young.

School Mission:

School Vision:

MOTTO:

The Place to Be...Where It's ALL About the Kids!

BELIEFS:

Each student will achieve his or her own personal and academic goals.

- ✓ 100% of our students will be a constructive influence on their community.
- ✓ 100% of our students will possess the highest moral character.
- ✓ 100% of our students will exceed the state and national assessment criteria.
- ✓ 100% of our students will graduate and succeed in their post-secondary endeavors of choice.

The school's vision and mission supports the district's mission, which is:

The mission of the Harris County School District, the foundational rock upon which futures are built, is to ensure each student succeeds in life, through a system distinguished by

- students that advance at their own pace through nontraditional pathways;
- student-driven, project-based learning;
- teachers empowered to be creative facilitators;
- the use of state-of-the-art technology to become global learners;
- authentic assessment aligned with real world experiences; and
- the use of our community as a support system.



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To assist with the reading of the school's Title I plan is a list of frequently used acronyms and their definition below:

- BAS Benchmark Assessment System
- CCGPS Common Core Georgia Performance Standards
- CCRPI College and Career Readiness Performance Index
- CRCT Criterion-Reference Competency Tests (set of tests administered at public schools in the state of Georgia that are designed to test the knowledge of first through eighth graders in Reading, English/Language Arts, and Mathematics, and third through eighth graders additionally, in Science and Social Studies.
- ED Economically Disadvantaged refers to the subgroup population of students who receive free or reduced lunch
- ELA English Language Arts
- ELL English Language Learners refers to the subgroup population of students who are learning the English Language in addition to their native language.
- EOG End of Grade Summary
- ESEA Elementary and Secondary Education Act of 1965
- ESSA Every Student Succeeds Act (December 10, 2015)
- ESOL Program for teaching English to Speakers of Other Languages
- GaDOE Georgia Department of Education
- GKIDS Georgia Kindergarten Inventory of Developing Skills is a yearlong performance based assessment aligned to the state mandated content standards.
- GMAS Georgia Milestones Assessment Systems is a comprehensive summative assessment program Spanning grades 3 through high school.
- GRASP Georgia RESA Assessment of Student Progress
- HQT Highly Qualified Teacher
- LEXIA
- PES Park Elementary School
- RTI Response to Intervention
- STAR Skilled based test items in reading and math [Renaissance Learning] that have been reviewed as reliable, valid and efficient.
- SWD Students with Disabilities refers to the subgroup population of students who may have specific educational needs that make it difficult for them to do well on assessments without proper accommodations or adaptations.

The Harris County School District has a Strategic Planning Team, which is responsible for leading the process of strategic planning and assessing needs at the system level. This team consists of the Superintendent, Assistant Superintendents, building administrators, classroom teachers, other central office personnel, parents and students. This team held work sessions to examine research findings in curriculum and instruction, analyze and disaggregate system achievement data, analyze root cause, and plan research-based strategies for addressing system



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needs to increase student achievement. When necessary, smaller Action Teams are organized to find solutions and/or devise plans of actions for specific topics. Each school employs a School Improvement Team, which is responsible for replicating the role of the district level planning team, at the school level. At Park Elementary, in addition to our School Improvement Team, we also have a Title I Schoolwide Committee. This committee is charged with developing, monitoring, updating and implementing the Title I Schoolwide Improvement Plan, including the Parental Involvement Policy and School/Parent/Student Compact.

The School Improvement Team contains a representative from each area of the school, and consistently gathers feedback to use in school planning and cascades information from the School Improvement Team to the grade levels. This organization is the framework that the Harris County School District has adopted for school improvement. During the current school year, the District's School Improvement Team, after disaggregating the system test results, adopted the system wide goals of Closing the Achievement Gap between the "all students" and "economically disadvantaged students" subgroups and between the "white and "black students" subgroups on all standardized assessments at all education levels. Since the system's improvement model serves as a framework for each school's improvement plan, Park follows the same process.

The school has 422 students for the 2015-2016 school year. A more detailed student enrollment subpopulation breakdown is below:



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Federal Ethnicity	Enrollment Ct.	Enrollment %
American Indian/Native	2	0%
Asian	0	0%
Black/African American	133	32.0%
Haw/Pac Islander	0	0%
Hispanic	19	5.0%
Multi-Racial	14	3.0%
White	254	60.0%
Grand Total	422	100.00%

Lunch Plan	Enrollment Ct.	Enrollment %
Free	235	55.7%
Reduced	42	22.3%
Grand Total	277	100.00%

Instructional Setting	Enrollment Ct.	Enrollment %
General Education	334	79.1%
Gifted	8	1.9%
Remedial/EIP	35	8.1%
Special Ed	44	10.2%
ESOL	1	0.2%
Grand Total (unduplicated ct.)	422	100.00%

Gender	Enrollment Ct.	Enrollment %
Female	205	48.6%
Male	217	51.4%
Grand Total	422	100.00%

Response:



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A. We have developed, and will revise yearly, our school improvement plan with the participation of individuals (staff, community members and parents) who will help carry out our comprehensive schoolwide/school improvement plan.

We have developed our schoolwide plan with the participation of individuals who will carry out the comprehensive schoolwide/school improvement program plan. All the information was collected, analyzed and long term goals were developed based on the input received. Meetings to discuss the plan were held on the following dates:

Title I Parent Involvement Committee (PIC)	January 25, 2016
Title I PIC	March 16, 2016
Title I Committee	April 26, 2016

Flyers were sent home to inform parents about meetings. The meeting focused on presenting school test data, discussing the schoolwide plan and seeking their input for our Parent Involvement Policy and Parent/School Compact.

B. We have used the following instruments, procedures, or processes to obtain this information.

Formative and summative assessments will be utilized to determine whether participating (targeted) students are meeting state and local expectations. To determine the level of accomplishment of establish goals, the following data will be used:

- 2013, 2014 CRCT Scores
- Lexiles
- STAR
- G.R.A.S.P. Reading and Math assessments
- Georgia Milestones Assessment System
- Student Learning Objectives (SLO)
- Universal Targeted Screening
- Quarterly Benchmarks Results
- Promotion/Retention Data
- Checkpoints EOG
- Teacher Observations
- Parent focus groups that were representative of our demographics
- Parent and staff surveys
- Student Feedback
- Anecdotal Notes
- Changing trends in our school demographics
- Harris County School System FY16 Evaluation of Title I

All data will be used in conjunction with formal/informal assessments to evaluate student performance and to drive instruction.



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Brainstorming was a strategy used to further analyze student source data and help determine specific courses of actions to determine and address academic needs for the upcoming school year. We will review these data sources periodically throughout the implementation of our plan to monitor the plan's effectiveness.

- C. We have taken into account the needs of migrant children and these are the procedures we would follow should those students be in attendance:

Although there are no migrant students attending PES, migrant students who enroll will follow district, state, and federal guidelines to ensure that migratory students will achieve the same goals set for all students. The following migrant student procedures are in place:

1. Student enrollment sheets are distributed and the Occupational Survey section of the form is checked by the registrar.
2. All new students receive an Occupational Survey form, as well as the registration form. This will be checked and verified by the registrar.
3. We will work closely with our counselor, school social worker, and our central office liaison to ensure that the student's needs are met for any students identified.
4. We will provide intervention programs and additional assistance for any migrant student who might be identified and is experiencing academic deficiencies.
5. Students will be considered for additional services based on formative data and classroom assessments.
6. Students will benefit from the instructional programs at Park Elementary to include Response to Intervention (RtI) and supplemental tutoring in the core content academic areas as needed.
7. Students who may be homeless will be referred to the Harris County School District Homeless Liaison for possible services.

Economically Disadvantaged- 65.64% of the students at Park are eligible for free and reduced lunch.

- a. Migrant-Park has no migrant students
- b. LEP-Park has no LEP students
- c. Homeless- Park has no homeless students

These students will be served using both the *push in* and *pull out* methods of support to meet their identified needs.

- D. We have reflected current achievement data that will help the school understand the subjects and skills in which teaching and learning need to be improved.

2013 and 2014 College and Career Ready Performance Index (CCRPI)



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		YEAR 2013	YEAR 2014	GAIN/LOSS (+/- %)
ELEMENTARY SCHOOL INDICATORS	BENCHMARK FOR INDICATOR (%)	PERFORMANCE INDICATOR (%)	PERFORMANCE INDICATOR (%)	
% Students scoring at meets or exceeds in ELA	100%	85.4%	91.1%	5.7%
% Students scoring at meets or exceeds in reading	100%	89.4%	94.8%	5.4%
% Students scoring at meets or exceeds in mathematics	100%	78.8%	85.2%	6.4%
% Students scoring at meets or exceeds in science	100%	83.0%	86.7%	3.7%
% Students scoring at meets or exceeds in social studies	100%	85.2%	86.7%	1.5%
% of English Learners with positive movement from one Performance Band to a higher Performance Band as measured by the ACCESS for ELLs	95%	NA	NA	NA
% of Students with Disabilities served in general education environments greater than 80% of the school day	65%	67.6%	71.1%	3.5%
% Students scoring at meets or exceeds on the Grade Five Writing Assessment	100%	NA	NA	NA
% Students in Grade 3 achieving a Lexile measure equal to or greater than 650	100%	67.7%	63.3%	-4.4%
% Students in Grade 5 achieving a Lexile measure equal to or greater than 850	100%	NA	NA	NA
% Students in Grades 1-5 completing the identified number of grade specific career awareness aligned to Georgia's 17 Career Clusters	100%	99.7%	99.7%	0.0%
Student Attendance Rate	95%	96.4%	97.1%	0.7%
Category Performance		46.7%	47.6%	

Regarding Georgia's 2014 CCRPI, the school's CCRPI score of 80.4 is above the state's CCRPI score of 72.7 for all elementary schools in the state of Georgia.



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Spring 2015 Georgia Milestones End-of-Grade Assessment - Grades 3&4 - School Level - November 16, 2015

English Language Arts								
	Number Tested	Mean Scale Score	% Beginning Learner	% Developing Learner	% Proficient Learner	% Distinguished Learner	% Developing Learner & Above	% Proficient Learner & Above
PARK ELEMENTARY	88	488.9	42.0	28.4	26.1	3.4	58.0	29.1
State 3	131,790	502.8	33.1	30.0	26.5	10.4	66.9	36.1
PARK ELEMENTARY	66	501.5	22.7	47.0	22.7	7.6	77.3	30.1
State 4	128,768	504.9	29.2	33.7	28.0	9.1	70.8	37.1
Mathematics								
	Number Tested	Mean Scale Score	% Beginning Learner	% Developing Learner	% Proficient Learner	% Distinguished Learner	% Developing Learner & Above	% Proficient Learner & Above
PARK ELEMENTARY	88	491.8	33.0	44.3	22.7	0.0	67.0	22.1
State 3	132,515	512.8	21.4	40.5	30.3	7.7	78.6	38.1
PARK ELEMENTARY	66	517.6	18.2	36.4	40.9	4.5	81.8	45.1
State 4	129,480	516.2	20.2	39.5	31.3	9.0	79.8	40.1
Science								
	Number Tested	Mean Scale Score	% Beginning Learner	% Developing Learner	% Proficient Learner	% Distinguished Learner	% Developing Learner & Above	% Proficient Learner & Above
PARK ELEMENTARY	88	501.4	28.4	40.9	20.5	10.2	71.6	30.1
State 3	132,348	507.3	24.4	41.2	24.0	10.4	75.6	34.1
PARK ELEMENTARY	66	503.6	24.2	47.0	24.2	4.5	75.8	28.1
State 4	129,369	504.8	29.0	37.5	26.7	6.8	71.0	33.1
Social Studies								
	Number Tested	Mean Scale Score	% Beginning Learner	% Developing Learner	% Proficient Learner	% Distinguished Learner	% Developing Learner & Above	% Proficient Learner & Above
PARK ELEMENTARY	88	479.6	42.0	52.3	5.7	0.0	58.0	5.1
State 3	131,732	503.7	26.2	44.1	19.7	10.0	73.8	29.1
PARK ELEMENTARY	66	501.7	22.7	45.5	30.3	1.5	77.3	31.1
State 4	128,744	505.4	28.9	36.4	26.4	8.3	71.1	34.1

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2013-2014 CRCT Results – Park Elementary School by subgroup

School Name	Reporting Category	Assessment Type	Assessment Subject	FY14 Meets Exceeds Rate %	FY13 Meets Exceeds Rate %	Gain/Loss
PARK ES	ALL Students	CRCT	English Language Arts	91.3%	88.4%	2.9%
PARK ES	Black	CRCT	English Language Arts	86.5%	75.7%	10.8%
PARK ES	White	CRCT	English Language Arts	93.2%	93.2%	0.0%
PARK ES	Multi-Racial	CRCT	English Language Arts	TFS	TFS	NA
PARK ES	SWD	CRCT	English Language Arts	66.6%	35.7%	30.9%
PARK ES	ED	CRCT	English Language Arts	86.5%	82.6%	3.9%
PARK ES	ALL Students	CRCT	Mathematics	84.7%	78.2%	6.5%
PARK ES	Black	CRCT	Mathematics	75.6%	70.2%	5.4%
PARK ES	White	CRCT	Mathematics	88.8%	80.6%	8.2%
PARK ES	Multi-Racial	CRCT	Mathematics	TFS	TFS	NA
PARK ES	SWD	CRCT	Mathematics	40.0%	21.4%	18.6%
PARK ES	ED	CRCT	Mathematics	79.0%	70.1%	8.9%
PARK ES	ALL Students	CRCT	Reading	95.6%	92.5%	3.1%
PARK ES	Black	CRCT	Reading	91.9%	83.8%	8.1%
PARK ES	White	CRCT	Reading	97.7%	96.1%	1.6%
PARK ES	Multi-Racial	CRCT	Reading	TFS	TFS	NA
PARK ES	SWD	CRCT	Reading	83.3%	64.3%	19.0%
PARK ES	ED	CRCT	Reading	93.8%	87.6%	6.2%
PARK ES	ALL Students	CRCT	Science	84.7%	83.0%	1.7%
PARK ES	Black	CRCT	Science	75.7%	64.8%	10.9%
PARK ES	White	CRCT	Science	87.7%	89.3%	1.6%



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School Name	Reporting Category	Assessment Type	Assessment Subject	FY14 Meets Exceeds Rate	FY13 Meets Exceeds Rate	Gain/Loss
PARK ES	Multi-Racial	CRCT	Science	TFS	TFS	NA
PARK ES	SWD	CRCT	Science	60.0%	35.7%	24.3%
PARK ES	ED	CRCT	Science	76.5%	72.6%	3.9%
PARK ES	ALL Students	CRCT	Social Studies	85.4%	85.0%	0.4%
PARK ES	Black	CRCT	Social Studies	78.4%	73.0%	4.4%
PARK ES	White	CRCT	Social Studies	88.8%	88.3%	0.5%
PARK ES	Multi-Racial	CRCT	Social Studies	TFS	TFS	NA
PARK ES	SWD	CRCT	Social Studies	46.7%	28.6%	18.1%
PARK ES	ED	CRCT	Social Studies	77.8%	76.3%	1.5%

Historical CRCT – 3rd and 4th Grades – Park Elementary School

School Year	Subject	Number Tested	Does Not Meet	Meets	Exceeds	Meets + Exceeds
2013-14	English Language Arts	137	8.8%	57.7%	33.6%	91.3%
	Mathematics	137	15.3%	34.3%	50.4%	84.7%
	Reading	137	4.4%	44.5%	51.1%	95.6%
	Science	137	15.3%	36.5%	48.2%	84.7%
	Social Studies	137	14.6%	60.6%	24.8%	85.4%
2012-13	English Language Arts	147	11.6%	51.7%	36.7%	88.4%
	Mathematics	147	21.8%	34.7%	43.5%	78.2%
	Reading	147	7.5%	43.5%	49.0%	92.5%
	Science	147	17.0%	40.1%	42.9%	83.0%
	Social Studies	147	15.0%	68.0%	17.0%	85.0%
2011-12	English Language Arts	167	12.0%	56.3%	31.7%	88.0%
	Mathematics	167	22.2%	34.1%	43.7%	77.8%
	Reading	167	9.0%	46.7%	44.3%	91.0%
	Science	168	24.4%	40.5%	35.1%	75.6%
	Social Studies	168	29.2%	56.5%	14.3%	70.8%

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- E. We have based our plan on information about all students in the school and identified students and groups of students who are not yet achieving to the State Academic content standards [the Common Core Georgia Performance Standards (CCGPS)] and the State student academic achievement standards including
- Economically disadvantaged students
 - Students from Major racial and ethnic groups
 - Students with disabilities

All Students:

While 95.6% of all 3rd and 4th graders and 91.3% of all 3rd and 4th graders met or exceeded expectations on the 2014 CRCT in Reading and ELA, our scores increased the most in math from 78.2% in FY13 to 84.7% in FY14 or 6.5 percentage points.

In the spring of 2015 according to the Georgia Milestones End of Grade Assessment the following results are listed.

- Park ES's CCRPI Math percentage (45.5%) of proficient learner and above at 4th grades is 5.2 points higher than the state's CCRPI score for the same category.
- Park ES students lag behind the district, RESA and the state in most areas on the Georgia Milestones Assessment System (GMAS) [see chart below]

Grade	Subject	Proficient Learner/Above %
3	ELA	29.5%
4	ELA	30.3%
3	Math	22.7%
4	Math	45.5%
3	Science	30.7%
4	Science	28.8%
3	Social Studies	5.7%
4	Social Studies	31.8%

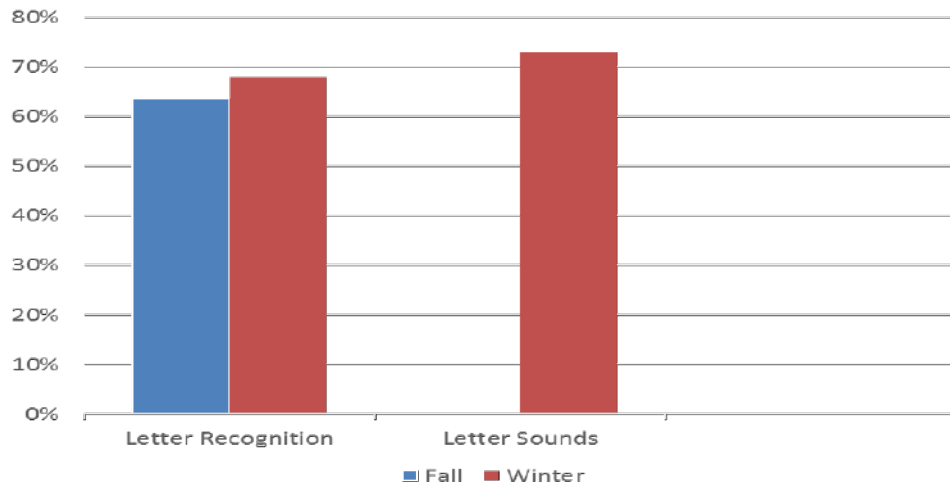
G.R.A.S.P 2015

Gr.	Winter Reading % not meeting cut score	Winter Math % not meeting cut score
K	32.0% letter recognition	39.7% number recognition
1	32.2% sight words/ 26.9% letter sounds	57.5% concept/application
2	28.0% fluency/ 30.4% maze	33.7% fluency
3	39.4% maze	42.6% fluency
4	48.9% fluency	52.0% concept/application

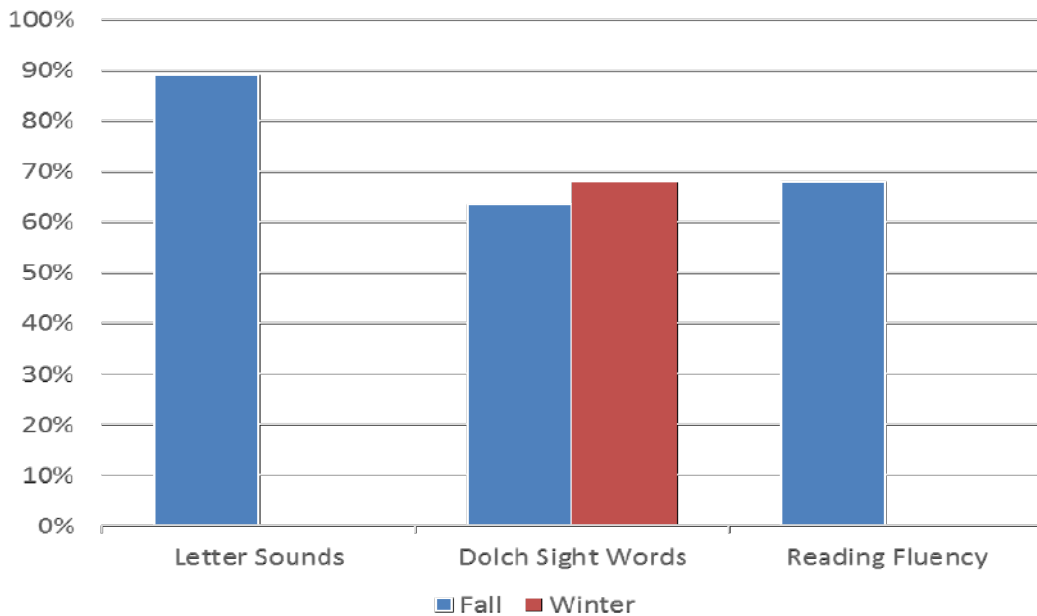
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Kindergarten GRASP Reading



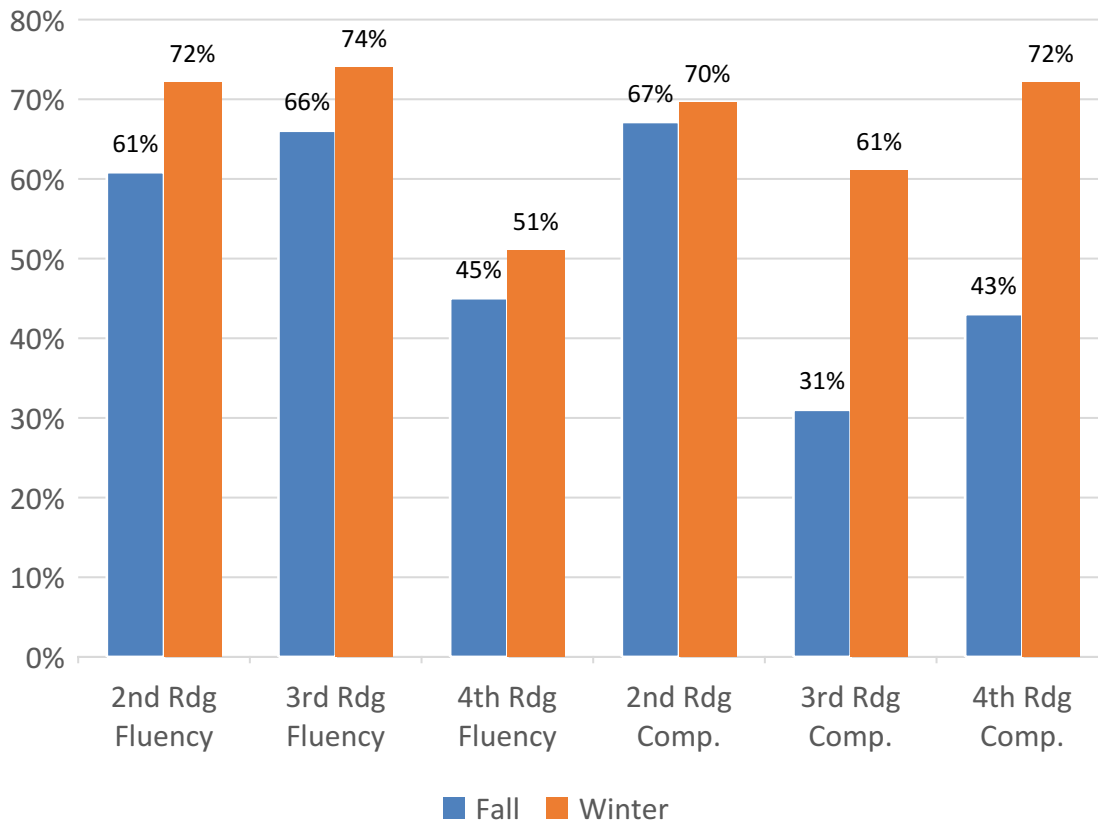
1st Grade GRASP Reading



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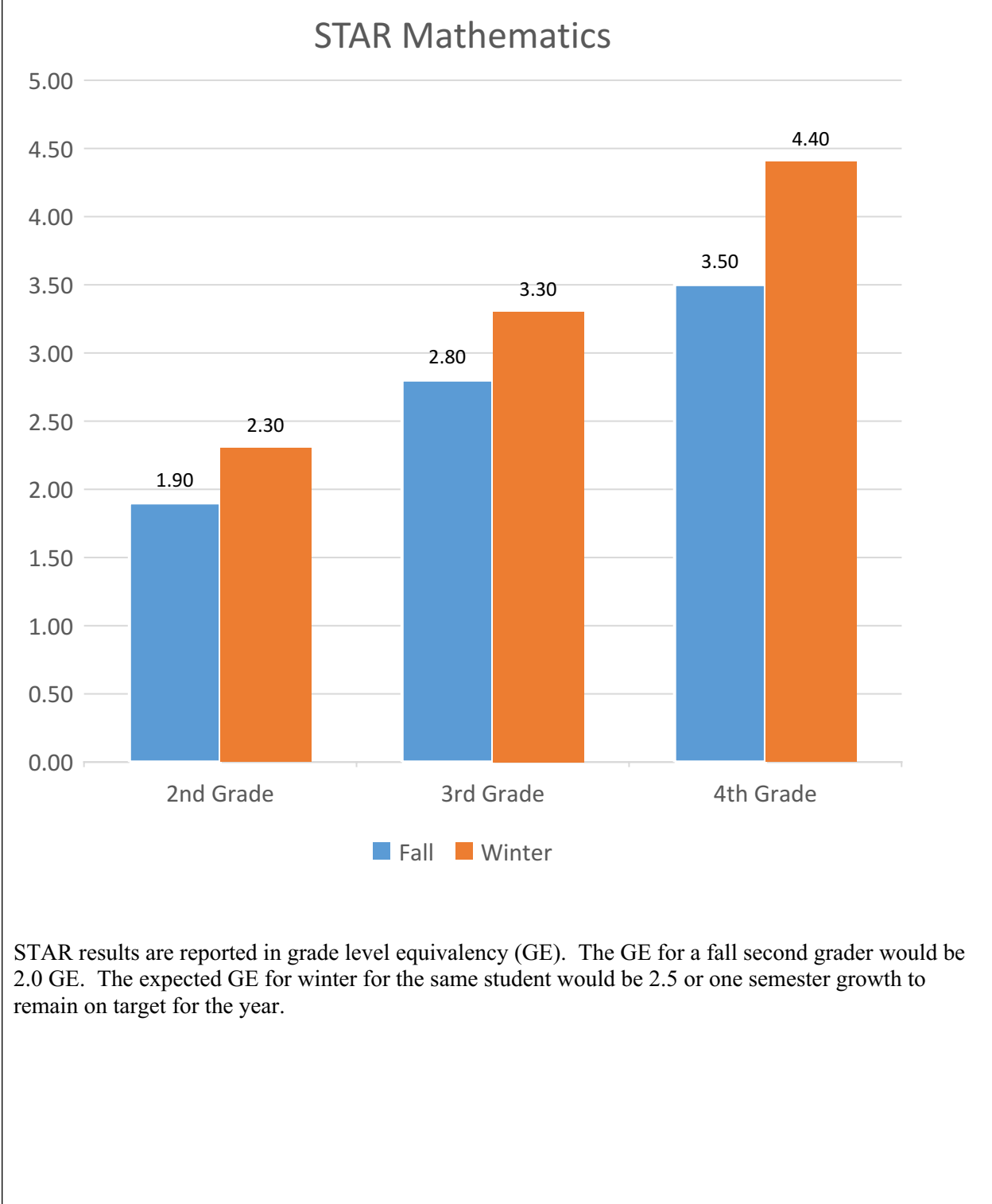
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2nd - 4th Grade GRASP Reading



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Georgia is implementing the student growth percentile (SGP) methodology. SGPs describe the amount of growth a student has demonstrated relative to academically-similar students from across the state. Growth percentiles range from 1 to 99, with lower percentiles indicating lower academic growth and **higher percentiles indicating higher academic growth**. With SGPs, all students – regardless of their achievement level – have the opportunity to demonstrate all levels of growth.

Georgia Student Growth Model

Park Elementary School – Median Growth Percentile

Subject	# of students reported FY15/FY14	FY2014-2015	FY2013-2014	Difference
ELA	64/70	42.5%	50.5%	-8.0
Math	64/70	46.0%	42.5%	3.5
Science	64/70	38.0%	59.0%	-21.0
Social Studies	64/70	43.5%	56.0%	-12.5

Overall Summary

- Grades K-4th grade students lag behind district and nationally normed groups in STAR reading and math groups
- 25% of all Kindergarten students are identified as eligible to receive Early Intervention Program (EIP) services
- The Fall administration of G.R.A.S.P. revealed that 30% of the students did not meet the cut score in K- 4th grades.
- Fewer than 20% of all 3rd and 4th grades students met the standard for Extended Writing tasks and narrative responses on the GMAS
- The Georgia Student Growth Model and student growth percentiles reveal significant discrepancies in ELA, Science and Social Studies.

African-American Students:

In 2014, 91.9% of the African-American students met or exceeded expectations in math on the CRCT in reading as compared to 83.8% in 2013. In science 75.7% of the African American met or exceeded expectations as compared to 64.8% in 2013 which equates to an increase of 10.9 percentage points.

Hispanic Students:

Too Few Students to report

Students with Disabilities:

In 2014, 66.6% of the students with disabilities met or exceeded expectations in ELA on the CRCT as compared to 35.7% in 2013; which was a phenomenal 30.9 percentage point gain. Also in 2014, students with disabilities at Park ES experienced gains in all core academic areas



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1. A comprehensive needs assessment of the entire school, (including taking into account the needs of migratory children as defined in Section 1309(2)) that is based on information which includes the achievement of children in relation to the state academic content standards and the state student academic achievement standards described in Section 1111(b)(1).

as follows: math - 40.0% (+18.6 gain); reading - 83.3% (+19.0 gain); science 60.0% (+24.3 gain) and social studies – 46.7% (+18.1 gain)

ELL Students:

Too Few Students to report.

ED Students:

In 2014, 79.0% of the Economically Disadvantaged (ED) students met or exceeded expectations in mathematics on the CRCT, an increase of 8.9 percentage points from 70.1% in 2013. In reading 93.8% of the ED students met or exceeded expectations on the CRCT as compared to 87.6% in 2013

The major needs we discovered were:

- Reading, Math, Science and Social Studies
- Reading, ELA, writing, mathematics and social studies are critical areas targeted for improvement in grades 3rd and 4th

- F. The data has helped us reach conclusions regarding achievement or other related data.

The major strengths we found in our program were:

- The school's CCRPI score of 80.4 is 7.7 points higher than the state's CCRPI score of 72.7 for elementary schools.
- Our sub-groups on the whole showed progress from 2013 to 2014 in most areas especially SWD with an increase of 30.9 points on the CRCT in ELA.
- The percentage of African American students who met or exceeded expectations in ELA on the CRCT increased by 10.8 percentage points.
- Letter recognition and sounds are very strong at 1st grade. Math concepts and applications are strong in 1st grade as measured by G.R.A.S.P.

The needs we will address are:

- Provide more differentiated instruction, particularly in math and science.
- Vocabulary development in all subject areas.
- Implement additional higher order thinking skills and project based learning strategies, particularly in the areas of math, social studies and science
- Writing across the curriculum with an emphasis on understanding math and science content

The specific academic needs of those students that are to be addressed in the schoolwide program plan will be:

- Math, and particularly numbers and operations
- Science
- Social Studies
- Reading/Language Arts – writing across all content areas



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The ROOTCAUSE/s that we discovered for each of the needs were:

Math:

- Deficits in basic, prerequisite math fact/skills
- Using explicit problem solving strategies
- Difficulty understanding math conceptually [abstract and concrete]
- Struggling with math vocabulary
- Teachers struggling with error analysis
- Need for more staff development in Common Core Georgia Performance Standards

Science:

- Struggling with vocabulary
- Lack of common assessments to monitor progress/mastery
- Need more focus on hands-on lessons
- Need more project based learning
- Need more writing across content area

Social Studies:

- Struggling with vocabulary
- Need more writing across content areas
- Need for more project-based learning

Language Arts:

- Struggling with vocabulary
- Need more writing across content areas
- Large deficits in how to teach reading/comprehension
- Phonics/phonemic awareness

Name 2-3 areas you have identified to be your goal areas for improvement.

- Math, and particularly the domains of numbers and operations and measurement and data analysis
- Science, with a concentration on vocabulary
- Social studies particularly with vocabulary

G. The measurable goals/benchmarks we have established to address the needs were:

Students will excel academically for the **2016-2017** school year as noted below.

- Increase the Achievement Gap scores (CCRPI) in Math from 2 to 3 by the end of the FY2017 school year.
- Increase the Median Growth Percentile in ELA [Georgia Student Growth Model] from 42.5% to 64.0% by the end of the FY2017 school year.
- Increase the Median Growth Percentile in Science [Georgia Student Growth Model] from 38.0% to 48.0% by the end of the FY2017 school year.



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1. A comprehensive needs assessment of the entire school, (including taking into account the needs of migratory children as defined in Section 1309(2)) that is based on information which includes the achievement of children in relation to the state academic content standards and the state student academic achievement standards described in Section 1111(b)(1).

H. We have based our plan on information about all students in the school and identified students and groups of students who are not yet achieving to the State Academic content standards [the Common Core Georgia Performance Standards (CCGPS)] and the State student academic achievement standards including

- Economically disadvantaged students
- Students from Major racial and ethnic groups
- Students with disabilities

Response: Staff and parent surveys were administered to complete a needs assessment. Student test scores were also used to evaluate our needs and determine the strategies we will implement school-wide.

- Increase the use of GPS real world task based instructional activities
- Monitor student performance using the DOE checklists, rubrics, and common formative and summative assessments
- Deliver parent workshops on state curriculum standards, transitional activities, new Georgia Milestones Assessment System, and writing strategies
- Integrate technology into daily instruction
- Train teachers on effective higher order teaching strategies
- Increase the use of student learning inventories

2. Schoolwide reform strategies that:

- Provide opportunities for all children to meet the state's proficient and advanced levels of student academic achievement described in Section 1111(b)(1)(D).

Response: The ways in which we will address the needs of all children in the school particularly the needs of students furthest away from demonstrating proficiency related to the State's academic content and student academic achievement standard are:

Identified students will be given the opportunity for:

- Extended Day two days a week after school from September until March for 1st – 4th-grades
- Counselor and staff will conduct learning styles inventory
- Early Intervention Program (EIP) services daily
- Tutors (Title I funded) Employee and contract to serve Kdg. – 4th with **primary** focus on 2nd -4th grades in the core academic content areas and **secondary** focus on Kdg. and 1st based upon funding and prioritized academic needs. Services will be provided



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2.	Schoolwide reform strategies that:
	<ul style="list-style-type: none"> • Provide opportunities for all children to meet the state’s proficient and advanced levels of student academic achievement described in Section 1111(b)(1)(D).
	during school, after school, and during summer acceleration with math, science and social studies

<ul style="list-style-type: none"> • Use effective methods and instructional strategies that are based on scientifically based research that: <ul style="list-style-type: none"> ○ strengthen the core academic program in the school. ○ increase the amount and quality of learning time, such as providing and extended school year and before- or after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum ○ include strategies for meeting the educational needs of historically underserved populations
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Response: Following are examples of the SCIENTIFICALLY BASED RESEARCH supporting our effective methods and instructional practices or strategies. Using information from books such as Professional Learning Communities by R. DuFour (2004), Bloom’s Taxonomy by B. Bloom; Authentic Assessment in action : Studies of Schools and Students at Work & Standards-based Grading by T. Guskey (2009), Classroom Instruction that Works by R. Marzano (2001), Student Involved Assessment FOR Learning by R. Stiggins (2004), Learning Focused Strategies by M. Thompson, Differentiated Instruction by C. Tomlinson (2003), and Understanding by Design by G. Wiggins & J. McTighe (2005), the following interventions will be implemented:

- Differentiated Instruction with a focus on math processes and products
- Team Teaching Common Core Math
- Before/After-School Math, Social Studies and Science Tutoring
- Project based Math, Social Studies and Science Instruction
- Science Lab for hands on lessons
- Math Workshops for parents
- Higher Order Thinking Skills
- Writing across content areas
- Bell-to-Bell Instruction
- Flexible Intervention Time (FIT)
- Saxon Phonics
- Accelerated Reader
- Accelerated Math
- Thinking Maps
- S.T.A.R. 360
- Coach for Common Core
- Mountain Language and Math
- Direct Instruction



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All supplemental materials are further supported by the research of Wells, Rosenshine, Meister and Benson; The National Reading Panel and Vygotsky's Zone of Proximal Development.

- Include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the state student achievement standards who are members of the target population of any program that is included in the schoolwide program which may include:
 - counseling, pupil services, and mentoring services;
 - college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and
 - the integration of vocational and technical education programs; and

Response: We will increase the amount and quality of learning time by:

- Bell-to-Bell Instruction
- Extended Day (Math, Social Studies and Science)
- Differentiated Instruction with a focus on math processes, math fluency and products
- Team Teaching Common Core Math
- Before/After-School Math, Social Studies and Science Tutoring
- Project based Math, Social Studies and Science Instruction
- Math Workshops
- Higher Order Thinking Skills
- Writing across content areas
- Developing a science lab rotation for all students in K-4, to provide hands-on learning

- Address how the school will determine if such needs have been met; and
 - Are consistent with, and are designed to implement, the state and local improvement plans, if any.

Response: Once teachers have identified our at-risk students using test data, we provide supplemental support in all the core subjects. Teachers assess students at the beginning of the year using STAR Math and Reading. This data is used to create flexible small groups for instruction. Student progress is monitored monthly using the same assessment tools. The instructional program is adjusted as needed through the year.

Students have various learning styles that impact their academic growth and performance. At risk [Tier 2 and Tier 3] students are targeted for additional pull-out instruction and/or after school tutorial as well as other supports to assist them in mastering basic, prerequisite, grade level skills to show academic growth. The needs of the students will be addressed by using small group instruction, differentiated instruction and one-to-one assistance by the teacher or tutor. Students can also receive Early



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Intervention Program (EIP) services. Park ES uses the strategies below to ensure that the needs of all students have been met. Documentation/data is maintained by classroom teachers for verification that the needs have been addressed and students' progress is monitored on a weekly/bi-weekly basis.

- Standards and Essential Questions are posted, specific and explained to students
- Reading lessons include the five components [phonics, phonemic awareness, vocabulary, comprehension and fluency]. The Reading lesson will include the Guided Reading Model or Daily 5 framework. All lessons will begin with an activator to connect standards to real-life applications. Lessons will include *Rapid Review* (fast-paced, spiral review).
- Goals will be set by the teacher and student to determine mastery and benchmarks for achieving goals.
- Students will understand that a standard states the purpose and direction the content is to take.
- Teachers will identify elements that are part of the content standard, specific learning goals, level of rigor and scope of work
- Lessons are rigorous and linked to real life. The importance of learning the standard/element will be communicated to the student.
- Interdisciplinary approaches will be used to demonstrate connectivity

A variety of assessment will be used including higher order questioning [synthesize, evaluate, summarize, compare, contrast, make inferences, draw conclusions] to check for understanding. Assessment may include: informal assessments, formative assessments, (GRASP, STAR, common assessments, unit test) and summative assessments (Georgia Milestones – spring, LEXIA, STAR).

- Differentiation
- Closure (student knows how the lesson links to the learning)
- Previewing next lesson
- Teacher reflection

The lessons will include applicable strategies.

- Students have input and will develop rubrics for self-assessment
- Manipulatives, sponge activities, demonstrations
- Enhanced curriculum focusing on problem solving, analyzing, evaluating, comparing, contrasting, inferring, goal setting and teamwork
- Incorporation of technology – iPads, laptops
- Higher performing students will focus on the extension and application of knowledge. Development of major products [research papers, independent study, project based learning, inquiry based learning, STEM activities, writing, oral reports].

Teachers will guide students through their discoveries selecting appropriate activities for their age. Students will also have opportunities to experience learning outside of the classroom through various educational fieldtrips. **These trips will not be funded with Title I, Part A funds.**

3. Instruction by highly qualified professional staff

Response: All (100%) teachers at Park Elementary Magnet School (PARK ES) are highly qualified and certified. All (100%) paraprofessionals at PARK ES are highly qualified.



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3. Instruction by highly qualified professional staff

The goal and intent of Harris County School System is to hire teachers who are “Highly Qualified” in the content area/s of instruction and thus maintain 100% of teachers who are highly qualified. Should a teacher not have the status of “Highly Qualified,” a plan must be developed and signed by both teacher and principal. The plan reflects steps which may include professional learning that will occur to correct the status of the non-HiQ teacher. This may include testing or change of placement. Title II-A provides reimbursement for the teacher taking and passing GACE testing in order to become HiQ (see attached plan and process).

The teaching staff consists of ten individuals with a T-4 certification (29%), eighteen individuals with T-5 certification (49 %), and eight individuals with T-6 certification (23%). Presently, two staff members are pursuing higher degrees. --Two teachers are Nationally Board Certified. Out of the 35 teaching staff members, 100% are InTech certified. Six members of the staff also have a Teacher Support Specialist (TSS) endorsement. Additionally, 74% of the teachers hold a Reading Endorsement certification.

Seventy-three percent (73%) of PARK ES teachers hold a Master’s Degree or higher

The Principal Verification and Attestation Form contains the names of the teachers who are not HiQ (if applicable)

4. In accordance with Section 1119 and subsection (a)(4), high-qualified and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state’s student academic achievement standards.

A. *Response:* We have included teachers, principals, para-professionals and, if appropriate, pupil services personnel, parents, and other staff in our staff development that addresses the root causes of our identified needs.

Beyond the professional development provided by the school system, the school personnel also participate in trainings that enable all children in the school to learn. The staff trainings focus on needs improvement content areas.

School

- Our Principal and Assistant Principal train faculty on all system-wide initiatives and programs.
- Grade levels and departments are involved in Professional Learning Communities (PLCs) that address data analysis, curriculum standards and effective instructional practices, particularly in writing and math. For 2016-2017 we will also integrate science and social studies
- Grade levels and departments collaborate weekly to facilitate integration between content areas, particularly social studies and science
- Teachers receive and incorporate interactive instruction through projects and technology
- Teachers receive and implement on-going balanced assessments aligned to Math



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4. In accordance with Section 1119 and subsection (a)(4), high-qualified and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state's student academic achievement standards.

- Master schedule allows for teacher collaboration and allows for teachers to gain an understanding of complete bell-to-bell instruction

B. We have aligned professional development with the State's academic content and student academic achievement standards.

Professional development is aligned based on the school's student achievement data. The professional development planned is:

- Reading, ELA, writing, math, science and social studies PD provided by the Harris County District Curriculum Coordinators & West Georgia RESA
- Columbus Regional Math Collaborative
- National Conference on Differentiated Instruction
- GCEL, ASCD, Orton-Gillingham trainings,
- Whole Brain Teaching
- Love & Logic
- Daily 5, and Daily Math 3, Staff Development for Educators (SDE)
- 6+1 Traits for Writing
- Learning Focused Strategies
- Professional Development for paraprofessionals in how to effectively support instruction in the core content areas
- Professional Development for teachers in the effective use of technology and the impact on instructional strategies for students in reading, science, math and social studies.
- Professional Development for teachers and support staff on effective differentiation for students in mathematics.
- Professional Development for teachers to build capacity as it relates to interpersonal communication skills and parental involvement.

C. We have devoted sufficient resources to carry out effectively the professional development activities that address the root causes of academic problems at Park ES.

- Grade levels and/or departments meet during the school day and afterschool each month to review student data (state, local, and school level).
- We have developed our master schedule to provide common planning time for teachers.
- The administration (Principal and Assistant Principal) also facilitate meetings to keep teachers informed of system level requirements.
- Substitute teachers are provided as needed to provide classroom coverage for teachers attending professional development opportunities

D. We have included teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.

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4. In accordance with Section 1119 and subsection (a)(4), high-qualified and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state's student academic achievement standards.

- Harris County School District provide trainings to all teachers in the administration of balanced assessments, with a focus on formative assessments used by teachers in science, math, social studies and writing.
- Our counselor has provided training to all teachers on the RtI process to implement effective strategies and monitor student progress in Math, Science, Social Studies, and Reading as it impacts all the content areas
- Teacher teams participate in Professional Learning Communities. They will meet weekly and monthly to examine student work samples and to analyze student assessment data. The teams will brainstorm action steps to address areas of needs for students performing below grade level.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

Response: PARK ES follows the procedures of the Harris County School District for recruiting only teachers that are highly qualified in the core academic areas as well as all areas for which they are hired. The teaching faculty and paraprofessionals for the 2015-16 school year are 100% highly qualified. Teachers and paraprofessionals are provided certification updates and requirements for certification renewal. They are provided information on the Georgia Assessments for the Certification of Educators (GACE), registration feeds, and professional learning opportunities at West Georgia RESA and Harris County School District.

Additionally, we provide the following resources at PARK ES:

- Harris County School District participates in recruitment activities at colleges and universities
- The District Personnel Department advertises vacancies on the HCSD website and TeachGeorgia.
- Park ES's website highlights the school thus making it attractive to teachers looking for employment.
- New teachers are mentored by the principal, mentors, master teachers and teacher leaders.
- Park ES also partners with Columbus State and Troy University for teacher interns and student teachers to attract HiQ teachers upon graduation.

Park Elementary School provides support and assistance to new teachers through the Harris County School System Induction Program for New Teachers during the summer proceeding the new school year. Topics covered include, but are not limited to, system profile and driving principles, Georgia Code of Ethics, child abuse, and testing. New teachers are also grouped by grade level and provided orientation regarding current programs and instructional strategies used in their respective grade levels. Teachers also receive the TKES evaluation orientation. During the induction period, new teachers also report to their schools for individualized assistance with regard to current instructional practices and techniques being implemented as well as any particular programs that are pertinent to their grade level. New teachers will also be assigned a mentor that has proven to demonstrate effective classroom



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management skills and mastery of instruction techniques. Mentors will initially meet with the new teachers every day after school for the first two weeks to reflect upon practices and problems that the new teacher is encountering. Mentors will help new teachers learn effective classroom management skills and assist in planning quality lessons. Mentors will continue to meet with new teachers throughout the year to discuss concerns, progress, and upcoming plans. New teachers will continue to be mentored for a period of two years and not be given any extra duties to fulfill. Professional development will be directed to new teachers to help them solidify their classroom management techniques and instruction practices.

6. Strategies to increase parental involvement in accordance with Section 1118, such as family literacy services.

Response:

- A. We have involved parents in the planning, review, and improvement of the comprehensive schoolwide program plan.

Parental involvement at Park Elementary Magnet School is strongly encouraged. Administration and staff work closely with PTA and the Local School Advisory to develop strategies and programs/events to provide opportunities which promote parent involvement.

- B. We have developed a parent involvement policy and parent/school/student compact included with our school Title I documentation that:
- includes strategies to increase parental involvement and build parent capacity with an emphasis on empowering parents to help students increase academic performance in the areas of math, science and social studies
 - describes how the school will provide individual student academic assessment results, including an interpretation of those results
 - makes the comprehensive schoolwide program plan available to the LEA, parents, and the public (internet, newspaper, newsletters)
 - required parent/school/student compacts – include with policy. The compact defines goals, expectations, and shared responsibilities of each partner for student learning and achievement.
 - Parent Involvement policy and compact checklists included
- C. Research has shown that parents play a critical role in the development of a child's education. Parental Involvement has positive effects not only on the children but teachers, administrators and the entire school learning environment. In order to increase parent participation and build parent capacity, the activities listed below will be implemented or continued during the upcoming school year.
- Parent workshops covering a range of topics to include household budgets and mathematics, Understanding Common Core Standards, Georgia Milestones, Parenting skills and Grandparents raising grandchildren.
 - Parents are invited to volunteer at the school through the Parent Teacher Association (PTA), through the "Eye of the Tiger" newsletter, and by invitation and advertisements



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- in the local newspaper for special events such as the Book Fair, Family Reading, Math & Science Night, Parent Conferences, and PTA sponsored events
- Increased use of the Parental Resource Link which provides information on classroom assignments, activities, events, students' grades and extra-curricular activities.
 - Sneak – A – Peak event so that parents and students can meet teachers prior to the first day of school. Parents will be able to participate in discussions regarding school improvement efforts, academic expectations, discipline and school climate.
 - Designate specific days for teacher/parent conferences.
 - Sponsor mailings to parents regarding report cards, attendance, opening and closing – school events

Parental involvement is an integral part of the school community in Harris County Schools, as evident by the parent activities provided, efforts made to involve and communicate with parents, and the parent representatives on the School Council.

All parents are invited to attend Title I meetings, School Council, Parent Advisory Committee meetings through newsletters, webpage postings, school marquee, flyers, mailouts and notices posted in the entry areas of the school. All parents are encouraged to attend literacy activities at the school through the "Eye of the Tiger", flyers, individual conferences, phone calls from teachers, and ConnectEd outreach calls. Parent conferences are scheduled as requested by parents or teacher to communicate with every parent about their child's academic achievement and progress toward meeting the Georgia Performance Standards.

The week following the distribution of Progress Reports, teachers will hold scheduled parent conferences to allow parents the opportunity to discuss student progress. Parents of students who are in danger of not meeting benchmark promotion criteria are invited to meet with the Tier committee to plan further interventions. This may include tutoring, extended year, Summer Enrichment Program, double dipping in core subject areas, suggested home activities, and a variety of instructional strategies in the classroom.

The Title I Parent Involvement Coordinator will act as the liaison between the school and parents. Through the Parent Involvement Coordinator, parents are given opportunities to provide feedback on school policies and procedures, events, activities, Parent Involvement Plan, and School Improvement Plan.

An active PTA remains a Park Elementary School tradition. Parent volunteers provide extra services to the students in classrooms, on field trips, and in the media center. Others serve as adult mentors for students, participate in fundraisers for extra school materials and supplies, or visit for Career Day events. Records of Open House and our Annual Title I Meeting attendance indicate record attendance. Parental representation is also very high at the annual Park Elementary Fall Festival and the "Rocking Around the Christmas Tree" event. The PTA has helped provide updated playground equipment, and refreshments for several family activities. In addition, the PTA plans to purchase another swing set for the playground and provide funding for teacher supplies, and to purchase items to make the playground more accessible to our wheelchair-bound students.

A School Council made up of community business representatives, parents, students, and staff members meets throughout the year with the principal to discuss the school's progress and to promote a positive relationship and open communication among all stakeholders in the school community.



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Varieties of local businesses maintain formal partnerships with the school through the Partners in Education Program and they provide academic support to the students as well as incentives such as free hockey tickets. Business Partners include Diverse Power, Callaway Gardens, King's Pasture, New Harvest Assembly, The Front Porch Gang (volunteer readers), individual volunteers, The Home Depot, Cottonmouths, Chick-Fil-A, IMPACT 360, and Alan Arrington, D.M.D.

In a rural community like Harris County, there are few daycare centers for students to attend. In addition, many of Park's parents are employed in nearby Columbus, Georgia and must commute to work daily. In order to support these parents and students, Park has an After-School Enrichment Program (ASEP). Approximately 70 students participate in ASEP on a daily basis. At ASEP, students are provided a snack, homework support, technology, and physical activity at a nominal charge of \$30 per week.

The comprehensive needs assessment indicated several needs relating to parent involvement at Park Elementary. In order to address these needs, school staff and parents collaborated to devise the following strategies:

- Send out periodic parent surveys to gather ongoing information about important issues related to the school environment, student learning and parent-child relationships.
- Conduct conferences with parents and teachers relating to academic issues.
- Provide parents with weekly newsletters about classroom activities.
- Continue hosting Sneak-A-Peek event where parents and students come to school to meet their teacher and see their classroom.
- Assist the PTA and Title I Parent Involvement Coordinator in obtaining speakers to address important issues to parents.
- Maintain the parent information room in the school to create a wealth of current information for parents to draw upon.
- Send parents a recruitment survey to encourage parents to participate in a variety of school activities.
- Conduct parental involvement program survey.
- Continue Partners In Education.
- Schedule parent events at flexible times
- Revisit transportation options to increase attendance at meetings/conferences
- Video meetings, online streaming, SKYPE, webinars
- Build teacher/staff capacity as it relates to communication with parents and developing effective relationships.



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GOAL(S) *list at least 2 goals	ACTION/ACTIVITY	DATE(S)	GRADE LEVEL(S)	RESOURCES NEEDED	PERSON RESPONSIBLE
To increase attendance of parents at Curriculum related events	Curriculum Night	8/25/16 8/28/16	Grades K,1,4 Grades 2,3,	*Communication sent home in English *Teacher contacts parent personally to invite them *Parent Liaison calls parent to remind them	Principal/ Teachers/Parent Coordinator
To increase attendance of parents at Curriculum related events	Math Common Core workshops and Writing workshops	TBD	Grades K-4	*Communication sent home in English *Teacher contacts parent personally to invite them *Parent Liaison calls parent to remind them * Teacher/ presenter develop hands on math activities	Principal/ Teachers/Parent Coordinator
<p>Desired Results for the goal(s): To help parents assist their child with schoolwork and improve performance particularly in the core academic content areas. Our goal is to encourage parents to understand how we teach and be actively involved in their child's education.</p>					
<p>How will the goal(s) be measured? Attendance using sign-in sheets Surveys sent to parents at the end of the event</p>					
<p>7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs.</p>					
<p><i>Response:</i></p> <p><i>Response:</i></p> <ul style="list-style-type: none"> ➤ Following are our plans for assisting preschool children in the transition from early childhood programs and students being promoted to the middle school. Also included are transition plans for students entering from private schools plus students entering the school throughout the year. <ul style="list-style-type: none"> ➤ Pre-Kindergarten to Kindergarten Transition: <ul style="list-style-type: none"> • Students entering kindergarten at Park ES coming from the CAFI Head Start program or local daycare centers in the community are invited to a registration in the spring. Parents are notified in a timely manner of the registration dates and procedures via the school's website, community newspapers and BlackBoard Connect calls and flyers. 					

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<ul style="list-style-type: none"> • In the spring, PK teachers and Kindergarten teachers meet to discuss registration expectations for kindergarten student needs. • Kindergarten teachers provide parents with an outline of the Kdg.. curriculum • At the close of each year the parents of PK students receive a summer information guide to help prepare their students for Kdg.. • Parents are provided with a book about kindergarten. It gives them helpful hints as to how to prepare their child for school. This book is available in Spanish as well. • Pre-K students are given a basic screening of kindergarten readiness skills. • Local pre-K providers also bring their students for a tour of our school and kindergarten classrooms. • Our Administration team meets with prospective parents if they request a tour. • Our PTA sends home a “Back to School” guide to all families it the end of summer. ➤ Creekside School transition (4th to 5th grade): <ul style="list-style-type: none"> • In the spring, information is communicated to parents of rising 5th grade students of the Creekside 4th grade parents’ Open House. • Creekside 5th grade teachers hold transition/IEP meetings on students with disabilities. • Park ES 4th grade teachers complete the transition spreadsheet with student data for rising 5th grade students. • Park ES 4th grade students take a fieldtrip to Creekside School. ➤ Students entering from private schools: <ul style="list-style-type: none"> • Students will be assessed to determine appropriate placement (gifted, EIP, advanced math) • Students are paired with a partner

<p>8. Measures to include teachers in the decisions regarding the use of academic assessments described in Section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.</p>
<p><i>Response:</i> The ways that we include teachers in decisions regarding use of academic assessment are: Teachers will plan with the Principal, Assistant Principal and their grade level to administer common assessments. The Principal and Assistant Principal will help teachers analyze data. Teachers will access the State Longitudinal Data System (SLDS) and analyze data to make instructional decisions. Teachers will also work in Professional Learning Communities to create common assessments and analyze data.</p> <p>Teachers participate in grade level common planning time in which they collaboratively analyze assessment data [STAR, GRASP, LEXIA] and develop/plan strategies to improve targeted instruction and differentiation. Teachers are given analytical feedback on test design to determine if their assessments meet the criteria [standardized format, standards-based, rigor, high-level questioning]. Grade level PLCs work to build common assessments in the core academic subjects, analyze test results and plan/revise instruction.</p> <p>Due to the organization make-up and division of authority, teachers are able to provide and receive feedback on decisions at all levels. The School Improvement Team serves as the governing body of the school and consists of members from each grade level and area. This team meets monthly and is responsible for collecting, analyzing, disaggregating and reporting schoolwide data for the school improvement/reform process. The School Improvement Team makes decisions based upon the data</p>



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and teacher feedback. A bi-directional process is used to deliver and share information back and forth. These decisions involve the comprehensive needs of all areas of the school, strategies for school improvement, procedures and protocols. Park's annual local and federal budgets are allocated based upon prioritized academic needs, teacher requests, teacher feedback, parent, community and stakeholder input.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by Section 1111(b)(1) shall be provided with effective, timely additional assistance, which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Response: Park ES provides activities to ensure that students who are experiencing difficulty mastering proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance. Teachers, support staff and administrators use a variety of measures to include the following.

- Georgia Milestones Assessment results
 - Universal screeners and benchmarks, formative assessments, teacher observations
 - Response to Intervention strategies and action steps
- Tier 1 – Quality Instruction based on state standards, differentiation, universal screener for Reading/Math, Speech, Evidence based and research based interventions, formative assessments, progress monitoring and parent communication

Tier 2 – Targeted students participate in differentiated learning in addition to Tier 1 expectations, formalized new research based interventions, small group (3-5) instruction, double dosing, increased rate of interventions, formative assessments and progress monitoring

Tier 3 – Targeted students participate in higher doses of strategic instructional intensity, in addition to Tiers 1 & 2 expectations, systematic interventions, small group instruction, in-school pull-out instruction, progress monitoring, RtI meetings

All teachers are involved in staff development opportunities at the system level as well as the school level. Supplemental staff trainings are provided in the areas of:

- Mathematical reasoning and error analysis
- Differentiated Instruction with a focus on math processes and products
- Differentiated Instruction
- Data Analysis/Using Assessments to guide instruction
- The Culture of Poverty
- Georgia Milestones Implementation
- One-to-One Direct Instruction
- Before/During/After-School Math, Reading, Social Studies and Science Tutoring
- Small Group Math, Social Studies, ELA, Reading and Science Instruction



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- Book Clubs to discuss reading, science, math or social studies topics
- Higher Order Thinking Skills

Title I resources are used to ensure children meet the Georgia Performance Standards

Based on the needs assessment data, Title I funds and other sources will be used to support effective and efficient instruction for all content areas at all grade levels. Title I funds will be used to support instruction by adding additional staff. This staff includes teachers, paraprofessionals, professional learning, instructional materials and supplies, technology, during and after school tutoring intervention and summer school. Listed below are more specific items that are provided from Title I funds.

Staff

Title I Teachers

Title I Paraprofessionals

Title I Teacher (employee) tutors and contracted tutors

Professional Development

Subs for professional development days

Differentiated Instruction Conferences, trainings and workshops

Understanding the Culture of Poverty - workshops

ASCD, SDE, GCEL Conferences

Technology

SmartBoards

Projectors

iPads

Google ChromeBooks

Science lab

Instructional Materials

Scholastic Writing Workbooks (for students in grades K-4)

Saxon Phonics Materials

SRA & Open Court Resources/Materials

Math and Science workbooks (consumables)

iPad Carts

Printer Ink

Pencils

Copy Paper

10. Coordination and integration of federal, state, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training

Response: Most of the resources being used in the classrooms by Park Elementary School (PARK ES) were purchased by the Harris County School District. Based upon the comprehensive needs assessment and the prioritized academic needs, Park Elementary School will be using the majority of



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our Title I allocated funds for personnel to support student instruction and parental involvement. The school principal during the annual budget planning process – reviews all funding sources from federal, state and local (general) funds to ensure that the district is providing equitable services to all schools in the district to avoid instances of supplanting even in Title I Schoolwide programs.

Supplemental services for children and their families and their families to include homeless and migrant; are provided services through social workers, counselors and the district homeless liaison. Title II funds pay for additional professional development to support High Quality teachers at Park ES. SPLOST funds are used to supplement state QBE funding.

11. Description of how individual student assessment results and interpretation will be provided to parents.

Response: We receive two copies of student test results. We give one copy to parents through the mail, in student packets, or during parent/teacher conferences. The interpretation of the test results is also provided to parents during conferences and upon request. Parents will be advised to contact the Parent Involvement Coordinator and/or homeroom teacher to set up conferences to discuss testing results. Teachers will communicate weekly student progress via a “Graded Papers Folder” along with a behavior chart or student planners.

12. Provisions for the collection and disaggregation of data on the achievement and assessment results of students.

Response: One identified area of growth, as determined by our comprehensive needs assessment was to better monitor student learning. We have used the following instruments, procedures, or processes to obtain student data:

- Our data was disaggregated by subgroup, grade level and content areas.
- We reviewed the history of individual student test data through the grades. Teachers complete Test Item Analysis Reports to determine student achievement as measured by Georgia Performance Standards and the Georgia Milestones Assessment System.
- We reviewed trends in test scores at each grade level to identify strengths and weaknesses at the grade level.
- We review test scores for the same cohorts as they move from one grade level to another.
- We also review and include appropriate data collected from TKES and AdvancED surveys that pertain to student learning.

These data sources have been reviewed to determine our needs for the upcoming year. We will review these data sources periodically throughout the implementation of our plan to monitor the plan’s effectiveness.

13. Provisions to ensure that disaggregated assessment results for each category are valid and reliable.

- *Response:* The data we collect is from the Governor’s Office of Student Achievement on the GaDOE website <http://gosa.georgia.gov/report>, or data sent to us by our Assessment Coordinator. These student test [Georgia Milestones, GAA, GKIDS) results administered by the state are valid and reliable. The data we receive from both sources has already been disaggregated by subgroup by the GaDOE. Student information and test results are available via the student information system – Infinite

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Campus. Test information is validated at the school and district level prior to official release of information.

- At the local school level, the assessments we use show student data on a standardized graph.

14. Provisions for public reporting of disaggregated data.

- *Response:* The data we collect is from the Governor's Office of Student Achievement on the GaDOE website <http://gosa.georgia.gov/report>, or data sent to us by our Assessment Coordinator. These student test results administered by the state are valid and reliable. The data we receive from both sources has already been disaggregated by subgroup by the GaDOE.
- Test reports are posted on the GaDOE site.
- Our school improvement plan is posted on the school website.

School administrators share school data with the Local School Council and at parent meetings.

15. Plan developed during a one-year period, unless the LEA, after considering the recommendation of its technical assistance providers, determines that less time is needed to develop and implement the schoolwide program

Response: This plan was reviewed and updated during the FY 2015-2016 school year. Meetings were held with parents and staff on February 17, February 22, March 16 and April 26, 2016 (with staff and parents).

16. Plan developed with the involvement of the community to be served and individuals who will carry out the plan, including teachers, principals, other school staff, and pupil service personnel, parents, and students (if secondary).

Response: On April 26, 2016, a Title I Committee meeting was held and parents/members, community partners and stakeholders were involved in analyzing the school data and comprehensive needs assessment. Everyone helped develop a schoolwide plan in order to ensure the needs of all students are met.

17. Plan available to the LEA, parents, and the public.

Response:

The school's plan is available to the school system, parents, and the public. The process for the provision of the plan is:

- Once the draft of our plan is completed, it will be shared with our staff and stakeholders by the administration
- We will use their feedback to make final revisions to the plan. After completed, our plan will be made available to all of our stakeholders.
- Our school improvement and parent involvement plans will be sent home in our beginning of the year information packets for students.
- We will also post our plans on the school website and distribute copies at our PTA and school council meetings to any interested stakeholders.

Additional copies of the plans will be available in the front office for distribution to newly enrolled students, or upon request.



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18. Plan translated, to the extent feasible, into any language that a significant percentage of the parents of participating students in the school speak as their primary language.

Response: A copy of our school improvement and parent involvement policy, as well as our School-Parent Compact, will be translated into other languages if applicable after it is written and reviewed with the assistance of parents and community members. Currently our demographics are such that English is the only language spoken by our student population. Park ES does not have a significant percentage of non-English speaking parents at this time. Park ES will use TransAct software that is provided by HCSD, the ELL instructor or other resources to translate documents for our families who require such. Copies of these plans are posted on the school website and/or distributed as needed. Copies of these documents are also housed in the office area.

19. Plan is subject to the school improvement provisions of Section 1116.

Response: All priority and focus schools will complete and participate in all requirements according to state and federal guidelines. We will offer flexible learning programs (FLP) if applicable if we should enter the FLP requirement that requires specific interventions. We will work with the GaDOE and our District to complete all requirements for improvement. Park Elementary School is **not** a Priority or Focus school.

HARRIS COUNTY SCHOOL SYSTEM – FY16 EVALUATION OF TITLE I

The link below includes the end of year Program Evaluation Survey to determine the effectiveness of the FY16 Park Elementary School (PES) Title I Schoolwide Program. Surveys were distributed to administrators, teachers, paraprofessionals and tutors in PES the week of May 9, 2016.

Please review the link:
<https://www.surveymonkey.com/r/W3TMZD6>

Results of the survey to be determined.